

DOCUMENT RESUME

ED 200 543

SP 017 727

AUTHOR Skillett, Jack D.; And Others
 TITLE Teacher Supply and Demand in Kansas Public Schools.
 Second Annual Survey.
 INSTITUTION Emporia State Univ., Kans.
 PUB DATE Jan 81
 NOTE 54p.

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS Administrators; Elementary Secondary Education;
 *Employment Patterns; *Labor Market; Special
 Education Teachers; *Teacher Employment; *Teacher
 Placement; *Teacher Supply and Demand; Teaching
 (Occupation)
 IDENTIFIERS *Kansas

ABSTRACT

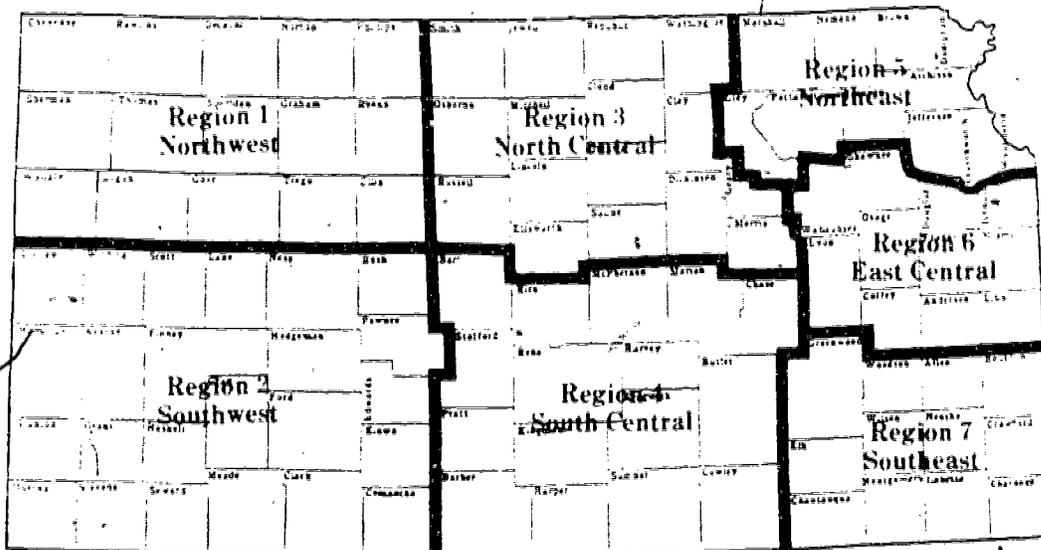
Results of a survey of teacher employment opportunities in Kansas are reported. Data on positions in elementary and secondary schools, administration, and special education were tabulated. The following questions were addressed: (1) Is there an adequate supply of teachers in Kansas? (2) What teaching areas will provide graduates the best employment opportunities? (3) What teaching areas will provide the fewest employment opportunities? (4) To what extent is there a surplus and/or shortage of teachers in various geographical regions of Kansas? and (5) Do employment opportunities vary due to the size of school districts in Kansas? Slight shortages in the supply of elementary and secondary candidates, and no shortage in administrative areas were found, whereas a substantial shortage of special education teachers was reported. (JD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

TEACHER SUPPLY AND DEMAND IN KANSAS PUBLIC SCHOOLS

ED200543

Second Annual Survey



SCHOOL OF EDUCATION AND PSYCHOLOGY EMPORIA STATE UNIVERSITY

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as is except for minor corrections to correct printing errors.
Minor changes have been made to improve readability.

• Prices of new editions of this book may vary and may be subject to change without notice.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jack D. Skillett

Jack D. Skillett
January, 1981

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means without the permission in writing from the author.

Emporia State University Press
Emporia, Kansas
January, 1981

TEACHER SUPPLY AND DEMAND
IN KANSAS PUBLIC SCHOOLS

Second Annual Survey

SCHOOL OF EDUCATION AND PSYCHOLOGY
EMPORIA STATE UNIVERSITY

Jack D. Skillett
Associate Professor

Research Assistants:
Tim Moran
John Gilbert
Steve Grady

January, 1980

TABLE OF CONTENTS

	page
List of Tables	ii
List of Charts	iii
Section	
1. Introduction	1
2. Research Procedures Employed	3
3. Analysis of Data	4
Data and Related Interpretations-Elementary	7
Data and Related Interpretations-Secondary	10
Data and Related Interpretations-Administration	17
Data and Related Interpretations-Special Education	17
Longitudinal Data-All Areas	25
4. Principal Findings and Conclusions	28
Appendixes	33
A. State of Kansas Map-Geographic Regions	34
B. State of Kansas Map-Geographic Regions-Special Education	35
C. Sample Letter	36
D. Sample Questionnaire	37

TABLES

Table	Page
1. Teacher Supply at the Elementary Level as Perceived by Kansas Superintendents in 1980	8
2. Teacher Vacancies at the Elementary Level as Reported by Kansas Superintendents in 1980	11
3. Teacher Supply at the Secondary Level as Perceived by Kansas Superintendents in 1980	12
4. Teacher Vacancies at the Secondary Level as Reported by Kansas Superintendents in 1980	15
5. Supply of Administrative Personnel as Reported by Kansas Superintendents in 1980	19
6. Administrator Vacancies as Reported by Kansas Superintendents in 1980	21
7. Teacher Vacancies in Special Education as Reported by Kansas Superintendents and Special Education Cooperative Directors in 1980	22
8. Rank Order by Number of Vacancies and Ratio of Number of Vacancies to Total	24

CHARTS

Chart	Page
1. Teacher Supply at the Elementary Level as Perceived by Kansas Superintendents in 1980	9
2. Teacher Supply at the Secondary Level as Perceived by Kansas Superintendents in 1980	13
3. Supply of Administrative Personnel as Perceived by Kansas Superintendents in 1980	20
4. Composite of the Number of Students Completing Preparation for Teaching Certificates for the First Time at All Regents Institutions	31
5. Number of Students Completing Preparation for Teaching Certificates for the First Time at Individual Regents Institutions	32

Section I

INTRODUCTION

In the fall of 1979, the School of Education and Psychology of Emporia State University conducted the first of what has become an annual study of teacher supply and demand in Kansas. The original study was made due to (1) an indication in literature that an apparent teacher shortage existed, (2) repeated inquiries from practicing administrators in the State of Kansas concerning the non-availability of candidates for teaching positions, and (3) the lack of a data base in the State of Kansas to establish a foundation for longitudinal research purposes.

In basic respects, this study, which is the second annual teacher supply study conducted by the School of Education and Psychology, is patterned after the first study conducted in 1979. Moreover, the research format outlined on the ensuing pages focuses on questions similar to the questions addressed in the first study. Specifically, these questions were:

- 1) Do we have an adequate supply of teachers in Kansas?
- 2) What teaching areas will provide graduates the best employment opportunities?
- 3) What teaching areas will provide the fewest employment opportunities?
- 4) To what extent do we have a surplus and/or shortage of teachers in the various geographical regions of Kansas?
- 5) Do employment opportunities vary due to the size of school districts in Kansas?

All of these questions and others were addressed in this study.

Initial funding for this study was provided by a grant awarded to the author/researcher of this project by the Research and Creativity Committee at Emporia State University. Moreover, the author has received encouragement and support from Dr. Richard Ishler, Dean of the School of Education, Dr. Gene Werner, Chairman of the Division of Administration, Curriculum and Instruction, and Dr. Daniel Berry, Associate Chairman of the Division of Administration, Curriculum and Instruction.

Section 2

RESEARCH PROCEDURES EMPLOYED

Specifically, the procedures employed to collect data and establish discernible trends in teacher supply and demand in the State of Kansas were:

Collection of Data - Non-Special Education

- 1) A multi-facet questionnaire was designed to elicit information pertaining to (a) the actual number of vacancies in Kansas as of September 1, 1980, and (b) the perceived teacher supply. (See Appendix for a copy of the questionnaire.)
- 2) The questionnaire was prepared, reviewed and modified by four members at Emporia State University and sent to 306 Kansas Unified School District superintendents.
- 3) A letter explaining the purpose of the study and a self-addressed envelope were included to encourage a high percentage of returns. (See Appendix for letter.)
- 4) Upon receipt of approximately 82% of the returns, non-respondents were called and additional questionnaires completed via a personal telephone interview.
- 5) Usable returns were received from 304 of the 306 Unified School Districts. These returns amount to 99.35%. The author attributes this exceptionally high return to the high level of interest among the superintendents of schools in the State of Kansas.

Collection of Data - Special Education

- 1) A multi-facet questionnaire was designed to solicit information pertaining to the actual number of vacancies as of September 1, 1980. Moreover, respondents were asked to report only vacant positions not included in any special education cooperative.
- 2) Data pertaining to special education cooperative vacancies were compiled from the Kansas Department of Education special education vacancy report completed by all special education cooperatives in the State of Kansas.
- 3) Upon receipt of all returns, data were reviewed with selected state department officials and known data duplications eliminated.

Analysis of Data

- 1) Data were organized for data processing to elicit (a) the number of vacancies and perceived supply of teachers by geographic region and (b) the number of vacancies and perceived teacher supply by size of school district.
- 2) Seven geographic regions in the State of Kansas were determined after consultation with colleagues on the Emporia State University campus. The seven geographic areas identified were: (See Appendix for specific boundaries for each regional area.)
 - (1) Southwest
 - (2) Northwest
 - (3) North Central
 - (4) South Central
 - (5) Northeast
 - (6) East Central
 - (7) Southeast

In selected districts where school district boundaries would be in two regions, home county designation as determined by the State Department of Education was utilized for assignment to the appropriate region. Moreover, the seven geographic areas identified for special education positions were altered slightly to permit a more concise reporting of data due to the various special education cooperative arrangements in Kansas. (See Appendix for specific boundaries for each special education regional area.)

- 3) All respondents were divided into three pre-designated school district enrollment groups. The enrollment groups were:

<u>Enrollment</u>	<u>Size of School Designation</u>
0-399	(1)
400-1499	(2)
1500-over	(3)

- 4) Data were processed by the Emporia State University data processing center.
- 5) Data runs were made to determine (a) number of reported vacancies by teaching areas, size of school district and region, and (b) perceived supply of candidates by teaching areas, size of school district and region. Special education vacancies were compiled by number of reported vacancies by teaching areas and region.
- 6) Numerical values and their associated definitions were:

(1) serious shortage	(4) slight surplus
(2) slight shortage	(5) considerable surplus
(3) adequate supply	

7) Data were tabled and mean averages determined in the following categories:

- a) Elementary
- b) Secondary
- c) Administration

Number of vacancies was reported in the following categories:

- a) Elementary
- b) Secondary
- c) Administration
- d) Special Education

In summary, it should be noted that data analyzed in this report represent 99.4% of the unified school districts in the State of Kansas. In addition, a review of the non-respondents did not reveal any discernible trends as to size of school district and/or regions in which located.

Section 3
ANALYSIS OF DATA

This section is focused on the perceived supply of teaching candidates in each of the designated teaching areas and the number of reported vacancies. Major areas reviewed were: (1) Elementary, (2) Secondary, (3) Special Education and (5) Administration.

As stated in the questionnaire, each respondent was asked to indicate his perception of the supply of candidates and the number of vacancies as of September 1, 1980. Respondents were requested not to indicate their opinions on availability of candidates in teaching areas that were not open in their districts for the 1980-81 school year. Moreover, respondents were asked not to report special education vacancies which fall within the budgetary domain of their special education cooperative.

Data and Related Interpretations - Elementary

As reflected in Table 1, the mean average pertaining to the perceived teacher supply for all elementary levels in Kansas, excluding special education, was 2.45. This represents a slight shortage to adequate supply for all areas of elementary education. Moreover, the data upon careful perusal indicate that a slight shortage existed in the availability of candidates for (1) counseling, (2) library services, (3) music, and (4) reading. Adequate supply to slight surplus of candidates were reported to exist in the areas of physical education and elementary positions (K-6). A graphic illustration of the data may be found in Chart 1.

Regional data reveal that the demand for teachers at the elementary level was higher in the Northwest, Southwest, South Central and Southeast

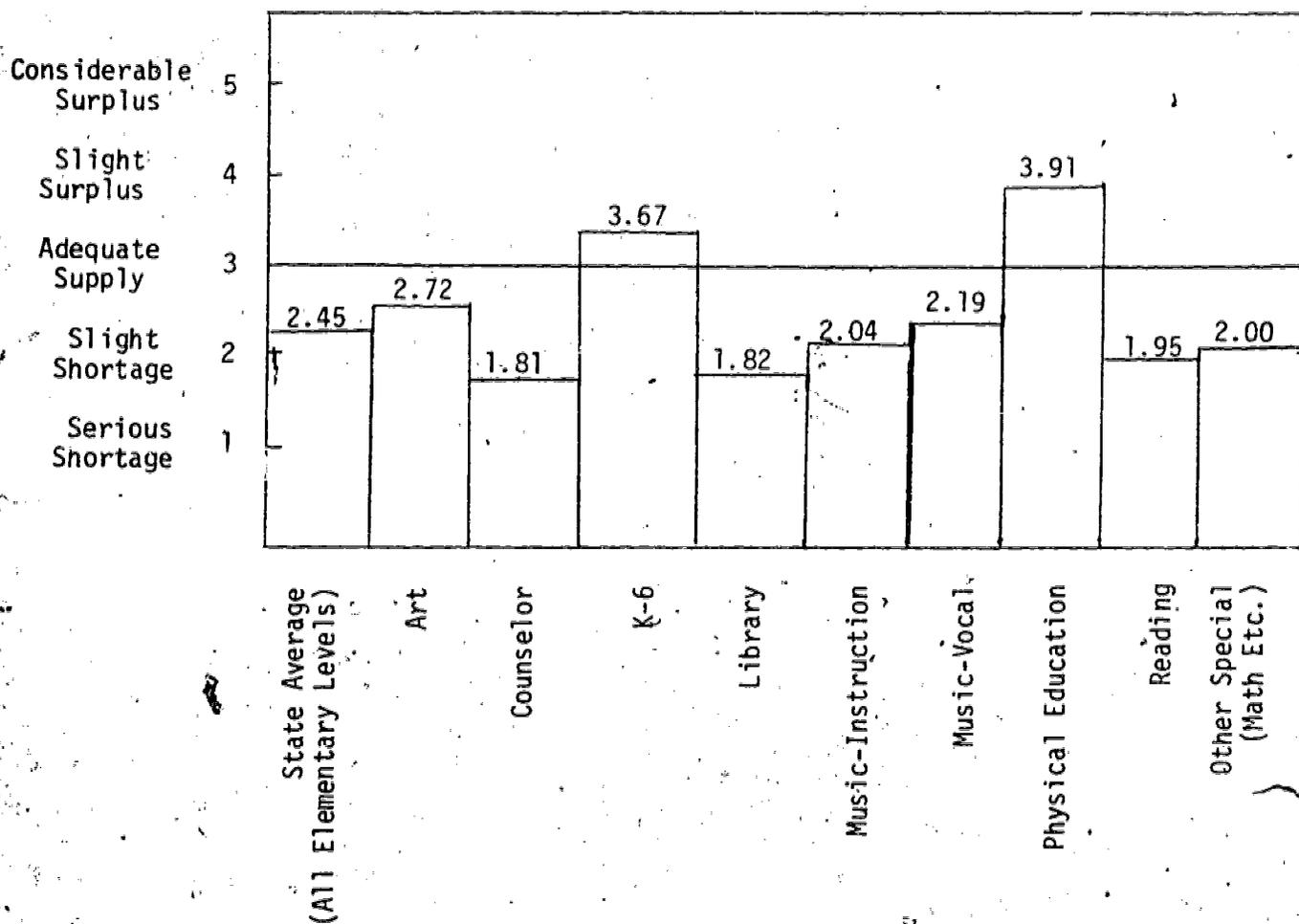
TABLE 1

TEACHER SUPPLY AT THE ELEMENTARY LEVEL AS
PERCEIVED BY KANSAS SUPERINTENDENTS IN 1980

AREA	STATE OF KANSAS AVERAGE	REGION							SIZE OF UNIFIED DISTRICT		
		1 NW	2 SW	3 N. Cen.	4 S. Cen.	5 NE	6 E. Cen.	7 SE	0-399	400- 1499	1500- over
Art	2.72	2.17	2.83	3.25	3.00	2.67	3.00	2.25	2.00	2.71	3.40
Counselor	1.81	1.75	1.70	3.00	1.00	1.20	2.75	1.75	1.73	1.62	2.29
Elementary K-6	3.67	3.47	3.55	3.76	3.76	3.81	3.74	3.62	3.48	3.66	3.87
Library	1.82	2.00	1.92	1.75	1.38	2.00	2.00	1.60	1.83	1.86	1.77
Music-Inst.	2.04	1.56	1.75	2.00	2.47	2.18	2.27	1.75	1.71	1.97	2.65
Music-Vocal	2.19	1.70	1.86	2.10	2.52	2.40	2.42	2.00	1.92	2.03	2.65
Physical Education	3.91	3.67	3.75	3.75	4.00	4.08	4.75	3.33	4.00	3.67	4.15
Reading	1.95	2.60	2.00	1.67	1.75	1.57	2.13	2.00	2.11	1.92	1.88
Other-Special Math etc.	2.00	--	--	2.00	1.00	2.50	--	--	--	2.00	2.00
TOTAL	2.45	2.36	2.42	2.59	2.32	2.49	2.87	2.29	2.34	2.38	2.74

Chart 1

TEACHER SUPPLY AT THE ELEMENTARY LEVEL AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1980



regions of Kansas. A more plentiful supply of candidates was reported in the North Central and East Central regions of Kansas. Furthermore, the supply of candidates in the largest school district group (1500 and over) was greater than in the other two enrollment groups.

With regard to the number of elementary vacancies in the State of Kansas, Table 2 shows a total of 20.20 vacancies existed on September 1, 1980. The South Central region reported 7.50 of the 20.20 vacancies. Moreover, the greatest number of vacancies was reported in counseling and library.

Data and Related Interpretations - Secondary

With regard to the teacher supply at the secondary level (7-12), data may be found in Table 3. As may be gleaned from the data, the overall mean average is reported at 2.06 indicating a slight shortage of candidates in the State of Kansas. The teaching areas reported to have the greatest shortage of candidates were: (1) vocational agriculture, (2) industrial arts, (3) mathematics, (4) library science, and (5) all science areas. Slight surplus and/or adequate supply of candidates were reported in physical education, social science and home economics. A graphic illustration of supply of candidates in each secondary teaching area may be found in Chart 2.

Regional data depicted in Table 3 reveal an adequate supply of teachers in all regions. Further general analysis of the data showed a more plentiful supply of candidates in the larger districts. It should be noted that this corresponds with the trend identified at the elementary level. As indicated in Table 4, a total number of 79.20 vacancies was reported by Kansas superintendents on September 1. The highest number of vacancies was reported in

TABLE 2

TEACHER VACANCIES AT THE ELEMENTARY LEVEL
AS REPORTED BY KANSAS SUPERINTENDENTS IN 1980

SUBJECT AREA	STATE OF KANSAS TOTAL VACANCIES	REGION							SIZE OF UNIFIED DISTRICT		
		1	2	3	4	5	6	7	0-399	400-1499	1500-over
		NW	SW	N.Cen.	S.Cen.	NE	E.Cen.	SE			
Art	0	0	0	0	0	0	0	0	0	0	0
Counselor	5.50	.50	1.50	0	0	2.50	0	1.00	2.00	3.50	0
Elementary K-6	2.20	0	2.00	0	0	0	0	.20	0	.20	2.00
Library	6.00	.50	0	2.00	3.50	0	0	0	1.00	2.00	3.00
Music-Inst.	.75	0	.25	.50	0	0	0	0	0	.75	0
Music-Vocal	1.75	0	.25	.50	1.00	0	0	0	0	.75	1.00
Physical Education	0	0	0	0	0	0	0	0	0	0	0
Reading	3.00	0	0	1.00	2.00	0	0	0	1.00	0	2.00
Other	1.00	0	0	0	1.00	0	0	0	0	0	1.00
TOTAL	20.20	1.00	4.00	4.00	7.50	2.50	0	1.20	4.00	7.20	9.00

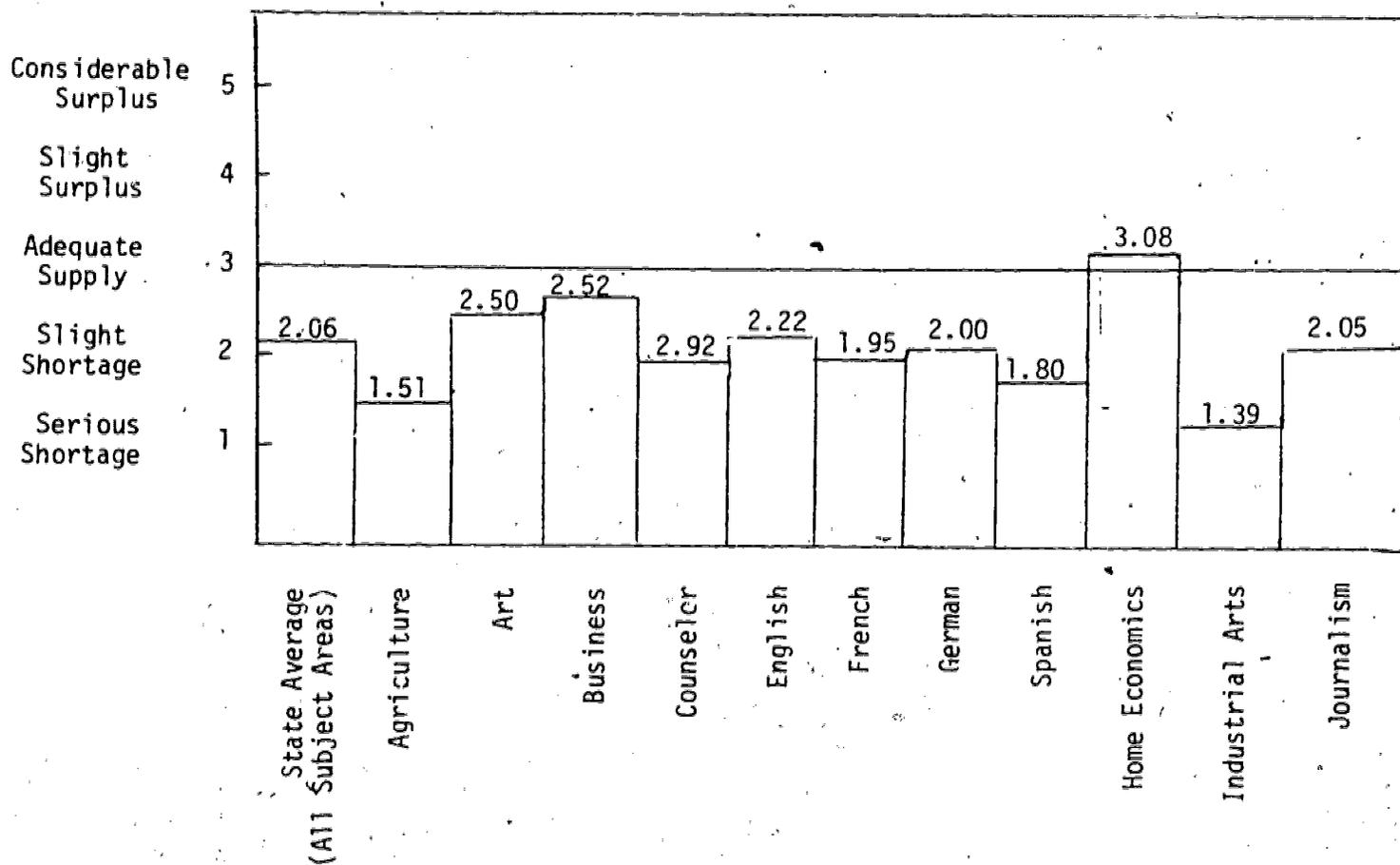
TABLE 3

TEACHER SUPPLY AT THE SECONDARY
LEVEL AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1980

SUBJECT AREA	STATE OF KANSAS AVERAGE	REGION							SIZE OF SCHOOL		
		1	2	3	4	5	6	7	1	2	3
		NW	SW	N. Cen.	S. Cen.	NE	E. Cen.	SE			
Agriculture	1.51	1.29	1.33	1.63	1.80	1.75	1.43	1.25	1.36	1.56	1.57
Art	2.50	1.80	2.33	3.00	2.63	2.58	2.75	2.00	2.07	2.43	2.89
Business	2.52	2.67	2.45	2.38	2.25	2.42	3.00	3.33	2.25	2.56	2.63
Counselor	1.92	1.80	1.33	1.50	2.27	2.00	2.67	1.56	1.57	1.93	2.46
English	2.22	1.86	2.19	2.12	2.13	2.33	2.71	2.11	1.79	2.17	2.58
Language-French	1.95	--	1.00	2.00	1.83	1.67	2.50	2.00	1.00	1.45	2.60
Language-German	2.00	2.00	1.00	2.67	2.00	--	2.33	1.50	1.33	1.73	2.83
Language-Spanish	1.80	2.50	1.00	2.00	2.00	1.75	1.83	1.50	1.14	1.68	2.42
Home Economics	3.08	3.20	2.63	3.38	2.93	3.08	3.38	3.33	3.07	2.92	3.30
Industrial Arts	1.39	1.42	1.36	1.36	1.43	1.46	1.33	1.29	1.44	1.42	1.31
Journalism	2.05	2.33	2.00	2.00	2.13	1.00	2.67	1.75	2.17	1.83	2.16
Library	1.66	1.44	1.56	1.30	1.60	1.89	2.29	1.71	1.45	1.56	2.06
Mathematics	1.41	1.22	1.53	1.23	1.33	1.48	1.37	1.70	1.28	1.50	1.38
Music-Inst.	1.93	1.40	1.59	1.86	2.37	2.00	2.30	1.75	1.63	1.89	2.53
Music-Vocal	2.04	1.45	1.67	2.25	2.39	2.17	2.30	1.78	1.76	2.02	2.57
Physical Education	3.91	3.80	4.17	3.86	3.94	3.09	4.22	3.50	3.80	3.85	4.11
Reading	2.00	2.50	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.33	1.94
Science-Biology	1.94	1.60	2.17	2.00	1.78	2.00	2.00	2.00	1.80	1.96	2.06
Science-Chemistry	1.45	1.40	1.29	1.29	1.36	1.33	2.00	1.75	1.33	1.41	1.64
Science-Earth	1.71	1.75	2.00	1.33	1.17	1.50	2.11	2.00	1.63	1.82	1.68
Science-Physics	1.30	1.50	1.25	1.17	1.31	1.22	1.40	1.33	1.18	1.17	1.53
Social Science	3.25	3.17	3.50	2.92	2.74	3.82	4.00	3.08	3.17	3.08	3.56
Speech	2.04	2.17	1.75	2.00	2.14	2.57	2.00	1.67	1.88	1.76	2.50
TOTAL	2.06	2.01	1.87	2.05	2.06	2.08	2.37	1.99	1.63	2.00	2.36

Chart 2

TEACHER SUPPLY AT THE SECONDARY LEVEL AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1980



1983

Chart 2 (Continued)

TEACHER SUPPLY AT THE SECONDARY LEVEL AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1980

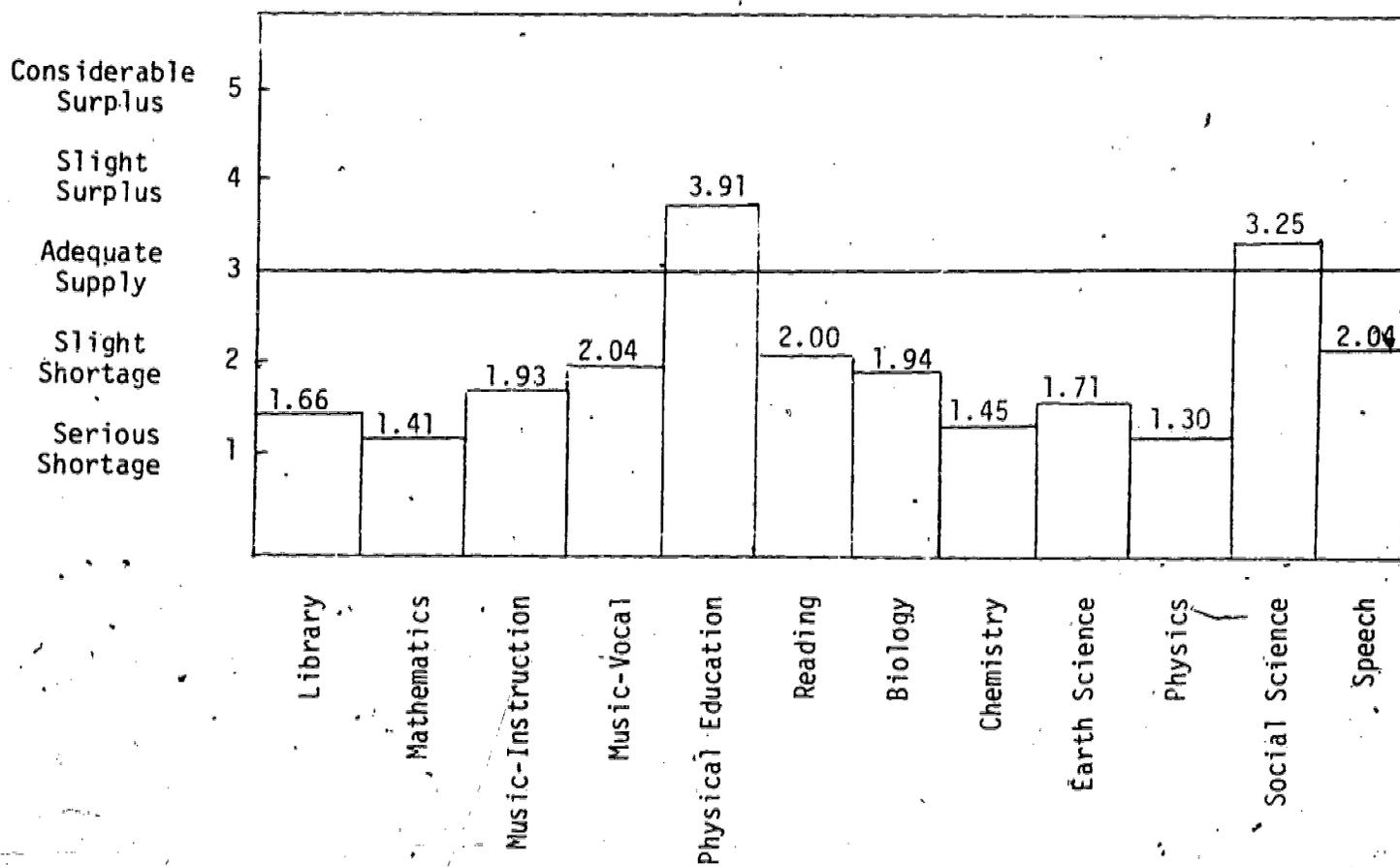


TABLE 4

TEACHER VACANCIES AT THE SECONDARY LEVEL
AS REPORTED BY KANSAS SUPERINTENDENTS IN 1980

AREA	STATE OF KANSAS TOTAL VACANCIES	REGION							SIZE OF SCHOOL		
		1 NW	2 SW	3 N. Cen.	4 S. Cen.	5 NE	6 E. Cen.	7 SE	0-399	400-1499	1500-over
re	5.00	0	1.00	0	1.00	2.00	0	1.00	1.00	3.00	1.00
	1.50	0	0	0	0	0	1.50	0	.50	0	1.00
	1.00	0	0	0	1.00	0	0	0	0	0	1.00
	11.50	1.50	2.50	2.00	1.00	.50	0	4.00	4.00	7.50	0
	1.70	0	.70	0	1.00	0	0	0	.70	1.00	0
rench	.90	0	.50	0	.40	0	0	0	0	.90	0
erman	.60	0	0	0	.60	0	0	0	0	.60	0
panish	1.50	0	1.50	0	0	0	0	0	0	1.50	0
ther	.50	0	0	0	0	0	.50	0	.50	0	0
mics	0	0	0	0	0	0	0	0	0	0	0
Arts	12.00	3.00	0	0	3.00	3.00	2.00	1.00	1.00	7.00	4.00
	1.00	0	0	0	0	0	1.00	0	0	1.00	0
	7.00	1.50	1.00	2.00	.50	0	1.00	1.00	3.00	4.00	0
s	12.60	1.00	0	1.00	8.60	0	2.00	0	3.00	1.00	8.60
	1.25	0	.25	.50	0	.50	0	0	.50	.75	0
l	1.75	0	.25	.50	1.00	0	0	0	0	.75	1.00
ducation	2.00	0	0	1.00	1.00	0	0	0	0	2.00	0
	6.10	0	.50	0	2.60	0	2.00	1.00	0	2.50	3.60
ology	0	0	0	0	0	0	0	0	0	0	0
emistry	1.00	0	0	0	0	0	0	1.00	0	1.00	0

TABLE 4 (Continued)

Science-Earth	0	0	0	0	0	0	0	0	0	0	0
Science-Physics	3.00	0	1.00	0	1.00	0	1.00	0	0	0	3.00
Science-Other	1.00	0	0	0	1.00	0	0	0	0	0	1.00
Social Service	0	0	0	0	0	0	0	0	0	0	0
Speech	.80	.50	.30	0	0	0	0	0	.80	0	0
Other	5.50	1.00	2.00	0	2.00	0	0	.50	0	4.00	1.50
TOTAL	79.20	8.50	11.50	7.00	25.70	6.00	10.00	10.50	15.00	38.50	25.70

industrial arts, counseling and mathematics with 12.0, 11.5 and 12.6 vacancies respectively. Other teaching areas at the secondary level with reported vacancies in excess of 4.0 F.T.E. were: (1) agriculture, (2) library science, (3) reading, and (4) science.

With regard to the regional data, Table 4 shows that the highest number of vacancies occurred in South Central Kansas with a total number of vacancies of 25.70 F.T.E. Other regions with a high number of reported vacancies were: (1) Southwest (11.5), (2) Southeast (10.5), and (3) East Central (10.0). Moreover, concerning the number of vacancies by size of the school districts, the enrollment category of 400-1499 reported the highest number of 38.50. The smallest number of vacancies was reported by the school districts in the 0-399 enrollment category with 15.00 vacancies.

Data and Related Interpretations - Administration

Concerning the availability of administrative personnel, Table 5 indicates a mean average of 2.97. This falls in the adequate supply category. A limited number of vacancies for the 1980-81 year in selected regions and enrollment categories prevented any further analysis by region or size. Again, as reported in other areas, the greatest supply of candidates existed for positions in the larger school districts. An illustration of the data may be found in Chart 3. Furthermore, as noted in Table 6, 4.00 positions remain unfilled on September 1, 1980.

Data and Related Interpretations - Special Education

As noted in Section 2 on research procedures employed, data were collected from (1) Kansas State Department of Education vacancy reports submitted by the special education cooperatives and (2) questionnaires completed by Kansas superintendents designed to elicit the number of

vacancies not reported by special education cooperatives. Moreover, the boundaries of the seven geographic areas were altered slightly to permit a more concise reporting of data due to inter-local agreements among school districts in Kansas. The specific boundaries for each special education region may be found in the Appendix.

With regard to the number of vacancies, Table 7 reveals 314.3 vacancies existed on September 1, 1980. The largest number of vacancies was reported in the areas of (1) learning disabilities, (2) gifted, (3) speech, and (4) personal and social adjustment with 69.5, 37.5, and 72.7 vacancies respectively.

Regional data indicate a substantial shortage in all regional areas with the greatest number of vacancies reported in Region 1, Northwest, Kansas. In addition, Regions 4 and 5 reported a substantial number of vacancies in special education.

Further analysis of regional data reveals that the number of vacancies in a specific region may not adequately reveal the degree of the shortage. As reflected in Table 8, the ratio of the number of teacher vacancies to the total full-time student equivalency in each region, reveals a different view of the teacher shortage in each region. Specifically, the rank order for each region employing both systems noted is:

<u>Rank Order by Number of Teacher Vacancies</u>	<u>Rank Order by Ratio of Teacher Vacancies to Full-Time Students</u>
1. Region 1-Northwest (74.0)	1. Region 1-Northwest (24,345/74) (328)
2. Region 5-Northeast (67.2)	2. Region 2-Southwest (27,573/29) (950)
3. Region 4-South Central (61.7)	3. Region 7-Southeast (35,274/37) (953)
4. Region 7-Southeast (37.7)	4. Region 5-Northeast (88,877/67) (1,326)
5. Region 2-Southwest (29.0)	5. Region 3-North Central (31,931/20) (1,596)
6. Region 6-East Central (24.5)	6. Region 4-South Central (109,499/61) (1,795)
7. Region 3-North Central (20.2)	7. Region 6-East Central (79,653/24) (3,318)

TABLE 5

SUPPLY OF ADMINISTRATIVE PERSONNEL AS
PERCEIVED BY KANSAS SUPERINTENDENTS IN 1980

AREA	STATE OF KANSAS AVERAGE	REGION							SIZE OF UNIFIED DISTRICT		
		1 NW	2 SW	3 N. Cen.	4 S. Cen.	5 NE	6 E. Cen.	7 SE	0-399	400- 1499	1500- over
Assistant Superintendent	3.20	3.00	0	5.00	3.00	3.50	3.00	2.00	3.00	3.00	3.33
Elementary Principal	2.91	3.00	2.71	2.86	3.00	3.43	2.67	2.75	2.38	2.95	3.11
Jr. High Principal	2.74	3.00	2.00	5.00	2.25	3.00	3.00	2.33	2.75	2.63	2.86
Sr. High Principal	2.75	2.75	2.33	2.63	2.80	3.50	2.75	2.67	2.47	2.76	3.25
Elementary Asst. Principal	3.29	3.00	0	5.00	3.00	4.00	3.00	2.00	3.00	3.00	3.67
Jr. High Asst. Principal	3.08	3.00	2.00	5.00	3.00	3.50	3.00	2.67	3.00	2.75	3.25
Sr. High Asst. Principal	3.14	3.00	2.67	4.00	3.25	4.00	2.67	2.00	3.00	2.90	3.40
Director of Special Educ.	2.67	2.50	0	2.50	2.50	3.00	3.00	2.00	3.00	2.67	2.60
TOTAL	2.97	2.90	2.34	3.99	2.85	3.49	2.88	2.30	2.83	2.83	3.18

Chart 3

SUPPLY OF ADMINISTRATIVE PERSONNEL AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1980

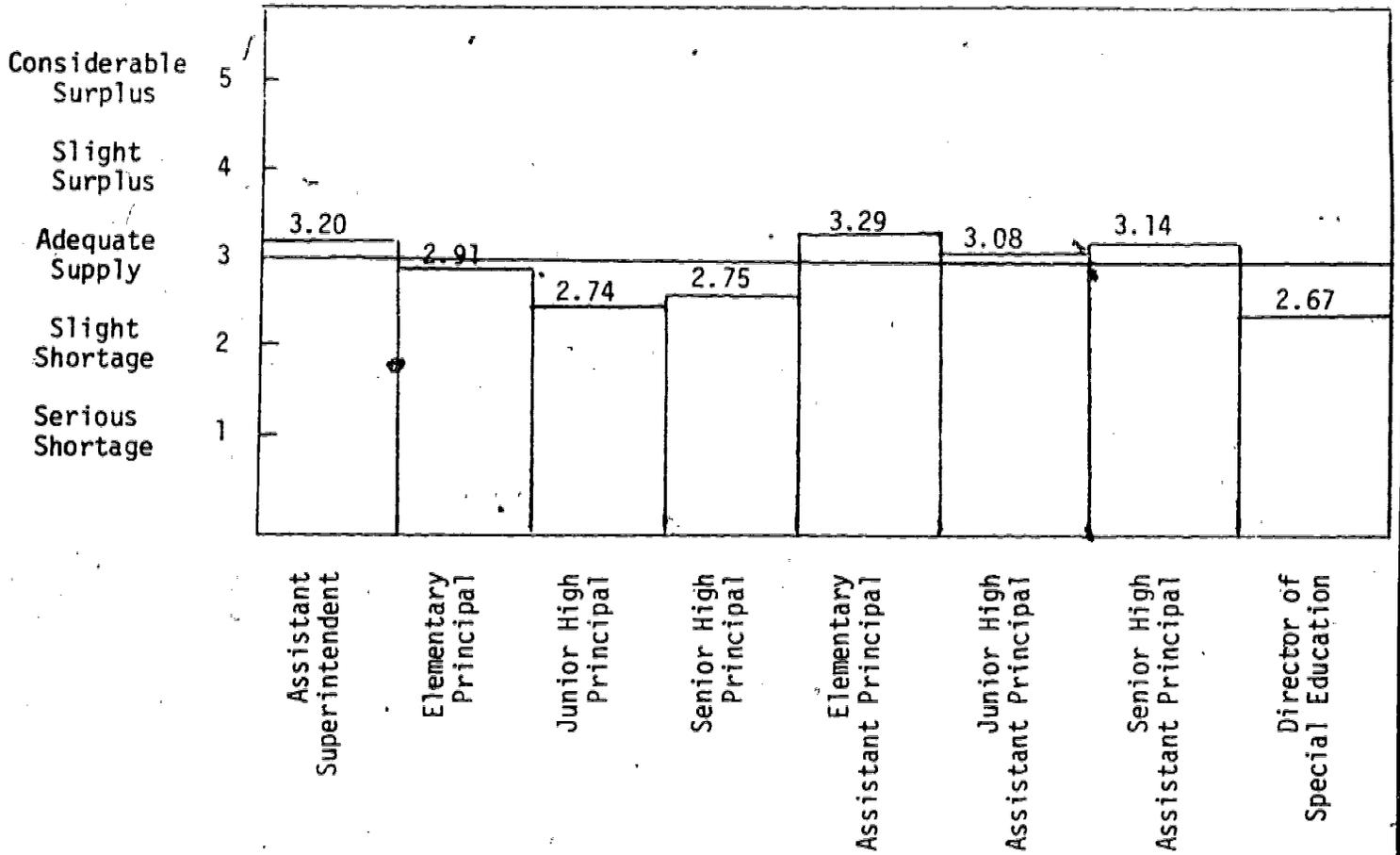


TABLE 6

ADMINISTRATOR VACANCIES AS REPORTED
BY KANSAS SUPERINTENDENTS IN 1980

AREA	STATE OF KANSAS TOTAL VACANCIES	REGION							SIZE OF UNIFIED DISTRICT		
		1 NW	2 SW	3 N.Cen.	4 S.Cen.	5 NE	6 E.Cen.	7 SE	0-399	400- 1499	1500- over
Assistant Superintendent	0	0	0	0	0	0	0	0	0	0	0
Elementary Principal	0	0	0	0	0	0	0	0	0	0	0
Jr. High Principal	.50	.50	0	0	0	0	0	0	.50	0	0
Sr. High Principal	1.50	.50	1.00	0	0	0	0	0	.50	1.00	0
Elementary Asst. Principal	0	0	0	0	0	0	0	0	0	0	0
Jr. High Asst. Principal	0	0	0	0	0	0	0	0	0	0	0
Sr. High Asst. Principal	0	0	0	0	0	0	0	0	0	0	0
Director of Special Educ.	2.00	0	0	1.00	1.00	0	0	0	0	1.00	1.00
TOTAL	4.00	1.00	1.00	1.00	1.00	0	0	0	1.00	2.00	1.00

TABLE 7

TEACHER VACANCIES IN SPECIAL EDUCATION AS REPORTED BY KANSAS
SUPERINTENDENTS AND SPECIAL EDUCATION COOPERATIVE DIRECTORS IN 1980

SUBJECT AREA	STATE OF KANSAS TOTAL VACANCIES	REGION						
		1 NW	2 SW	3 N. Cen.	4 S. Cen.	5 NE	6 E. Cen.	7 SE
Bilingual	3.50	2.50	1.00	0	0	0	0	0
Semi-Independent (EMR)	14.00	1.00	1.00	2.00	3.00	3.00	0	4.00
Semi-Dependent (TMR)	1.50	0	0	0	0	0	.50	1.00
Early Childhood	1.00	1.00	0	0	0	0	0	0
Learning Disabilities	69.50	13.50	6.00	5.00	14.00	14.00	10.00	6.00
Hearing Impaired	3.50	1.00	1.00	1.00	0	0	.50	0
Physically Impaired	3.00	0	1.00	1.00	0	0	1.00	0
Gifted	37.20	11.80	9.00	1.00	6.00	6.40	0	3.00
Personal & Social Adjustment	72.70	21.00	2.00	3.00	18.50	18.20	4.00	6.00
Visually Impaired	1.00	0	0	0	0	0	0	1.00
Severely Multiply Handicapped	5.00	0	0	0	0	0	0	5.00

TABLE 7 (Continued)

Audiology	2.00	0	1.00	0	1.00	0	0	0
Inter-Related	10.20	2.20	0	1.00	4.00	1.00	0	2.00
Adaptive Physical Education	0	0	0	0	0	0	0	0
School Psychological	13.00	3.00	0	0	5.00	5.00	0	0
School Social Work	6.00	2.00	0	0	0	4.00	0	0
Speech	37.50	7.00	4.00	2.00	2.00	11.00	5.50	6.00
Special Education Instructional Materials	2.00	0	0	0	1.00	0	1.00	0
Homebound	9.30	4.00	0	2.00	1.00	.50	1.30	.50
Other (Not Categorized)	1.00	0	0	0	0	0	0	1.00
Counselors (Special Educ.)	3.00	2.00	0	0	1.00	0	0	0
Occupational Therapy	1.50	0	1.00	0	.20	.10	.20	0
Physical Therapy	11.90	1.00	2.00	1.20	3.00	3.00	.50	1.20
Nurse	5.00	1.00	0	0	2.00	1.00	0	1.00
TOTAL	314.30	74.00	29.00	20.20	61.70	67.20	24.50	37.70

TABLE 8

RANK ORDER BY NUMBER OF VACANCIES AND RATIO OF NUMBER OF
VACANCIES TO TOTAL FULL-TIME STUDENT EQUIVALENCY IN 1960

RANK ORDER BY NUMBER
OF TEACHER VACANCIES

RANK ORDER BY RATIO OF TEACHER
VACANCIES TO FULL-TIME STUDENTS

Rank Order	Region	Number of Vacancies	Rank Order	Region	Number of Vacancies	Number of Full-Time Students	Number of Full-Time Students Per Vacancy
1	Region 1 - Northwest	74.0	1	Region 1 - Northwest	74.0	24,345	328
2	Region 5 - Northeast	67.2	2	Region 2 - Southwest	29.0	27,573	950
3	Region 4 - South Central	61.7	3	Region 7 - Southeast	37.7	35,274	953
4	Region 7 - Southeast	37.7	4	Region 5 - Northeast	67.2	88,877	1,326
5	Region 2 - Southwest	29.0	5	Region 3 - North Central	20.2	31,931	1,596
6	Region 6 - East Central	24.5	6	Region 4 - South Central	61.7	109,499	1,795
7	Region 3 - North Central	20.2	7	Region 6 - East Central	24.5	79,653	3,318

Longitudinal Data - All Areas

As noted in the introduction, this survey is the second annual survey on teacher supply and demand. As such, due to the longitudinal nature of the data which now exists, limited conclusions can be noted. Though substantial limitations exist due to the (1) briefness of the longitudinal data (two years), and (2) slight modification in the research procedures employed, the following observations are presented for review and consideration:

1. Special Education

- (a) The number of special education vacancies remains substantial in 1980. It appears that the number of vacancies reported in 1980 (314.3) is similar to the number of vacancies reported in 1979 (292.17) once an adjustment is made for the difference in the number of districts included in the study.
- (b) Longitudinal data for the areas with the greatest number of reported vacancies reveal several differences. Specifically, data for 1979 and 1980 show a shift in special education personnel needs to include: (1) fewer vacancies in gifted education, speech, and learning disabilities and (2) a greater number of vacancies in personal and social adjustment areas for 1980. Data for the two year period were as follows:

<u>Area</u>	<u>Number of Vacancies</u>	
	<u>1980</u>	<u>1979</u>
Personal and Social Adjustment	72.7	51.3
Learning Disabilities	69.5	78.5
Speech	37.5	49.6
Gifted	37.2	61.5
Semi Independent E.M.R.	14.0	15.5
School Psychologist	13.0	13.6

2. Elementary Education (K-6)

- (a) The perceived supply of candidates in elementary education remains constant with the mean average in 1980 reported at 2.45 and in 1979 at 2.54.
- (b) Regional differences remain similar with the greatest supply of candidates in Region 6, East Central Kansas, in both 1979 and 1980.
- (c) A comparison of the specific teaching areas between 1979 and 1980 reveals:

<u>Teaching Area</u>	<u>Mean Average (State-wide)</u>	
	<u>1980</u>	<u>1979</u>
Counseling	1.81	1.88
Library	1.82	1.69
Reading	1.95	2.04
Music	2.12	1.85
Art	2.72	2.65
Elementary (Regular Classroom)	3.67	3.62
Physical Education	3.91	3.65

3. Secondary Education (7-12)

- (a) The perceived supply of candidates in secondary teaching areas remains similar with an indication of some improvement in selected teaching areas. Specifically, the data in selected areas show:

<u>Teaching Area</u>		<u>1980</u>	<u>1979</u>
Areas of Greatest Demand	Science-Physics	1.30	1.20
	Industrial Arts	1.39	1.19
	Mathematics	1.41	1.36
	Science-Chemistry	1.45	1.25
	Agriculture	1.51	1.35
	Library Science	1.66	1.58
Areas of Least Demand	Social Studies	3.25	3.00
	Physical Education	3.91	3.68

- (b) Regional differences remain similar with the greatest supply of candidates in Region 6, East Central, Kansas.

- (c) The number of secondary vacancies remains constant in 1980 with 79.20 reported in 1980 and 83.5 in 1979.
- (d) School districts with smaller enrollments continue to provide the greatest opportunities for employment. The mean average data by size of school district for 1980 and 1979 reveal:

<u>District Enrollment</u>	Mean Average (All Teaching Areas)	
	<u>1980</u>	<u>1979</u>
0-399	1.83	1.76
400-1499	2.00	1.84
1500 and above	2.36	2.18

In conclusion, it should be noted that significant limitations exist with regard to the observations listed. This seems particularly important to state due to the slight modification in research procedures employed in the two studies.

Section 4

PRINCIPAL FINDINGS AND CONCLUSIONS

The foregoing pages pertaining to the perceived supply of teacher candidates in the various teaching areas and the reported number of vacancies as of September 1, 1980, can be summarized in abbreviated form by noting any limitations that may exist in the study and reporting the basic findings.

First, it should be noted that due to the number of school districts in special education cooperatives, the author and his research assistants believe that a minimum amount of duplication may exist in the number of reported special education vacancies. Moreover, the author believes such duplication, if any, is less than two percent.

Secondly, the availability of candidates, as perceived by the respondents, could vary from respondent to respondent based on their perception of what constitutes an adequate supply, shortage, etc. Thus, the reader should be aware of this aspect while interpreting the data presented.

Finally, employing officials often view the supply of candidates in a two-dimensional framework which includes: (1) the actual quantity of candidates, and (2) the quality of the candidates. Therefore, a respondent may perceive a slight shortage in the supply of candidates in a specific teaching area when in fact the number of candidates was adequate. This tends to occur when the quality of candidates would not reach the level of expectation desired by a superintendent.

Therefore, within these limitations the following findings are presented for review and consideration.

1. Elementary (K-6)

- (a) A slight shortage to adequate supply of candidates exists in elementary education.

- (b) The areas of counseling, library services, music, reading and special areas provide the greatest employment opportunities in elementary education.
- (c) The areas of physical education, art and regular classroom positions would provide the least employment opportunities.
- (d) Opportunities for employment would be greater in the Northwest, Southwest, South Central and Southeast regions of Kansas.
- (e) Opportunities in smaller school districts would be more prevalent than larger school districts.

2. Secondary (7-12)

- (a) A slight shortage of candidates in the majority of secondary teaching areas exists in Kansas.
- (b) The areas of vocational agriculture, industrial arts, library science, mathematics and science provide the best employment opportunities.
- (c) The areas of physical education, social science and home economics provide the least employment opportunities.
- (d) All regions appear to have a slight shortage of candidates for the majority of the secondary teaching areas. The greatest supply of candidates was reported to be available in the East Central region (Region 6).
- (e) The supply of candidates appears to be greatest in the larger districts. School districts with smaller enrollments would provide greater opportunities for employment.

3. Administration

- (a) Adequate supply in all administrative areas appears to exist.
- (b) Employment opportunities in administration would be greater in the smaller districts.

4. Special Education

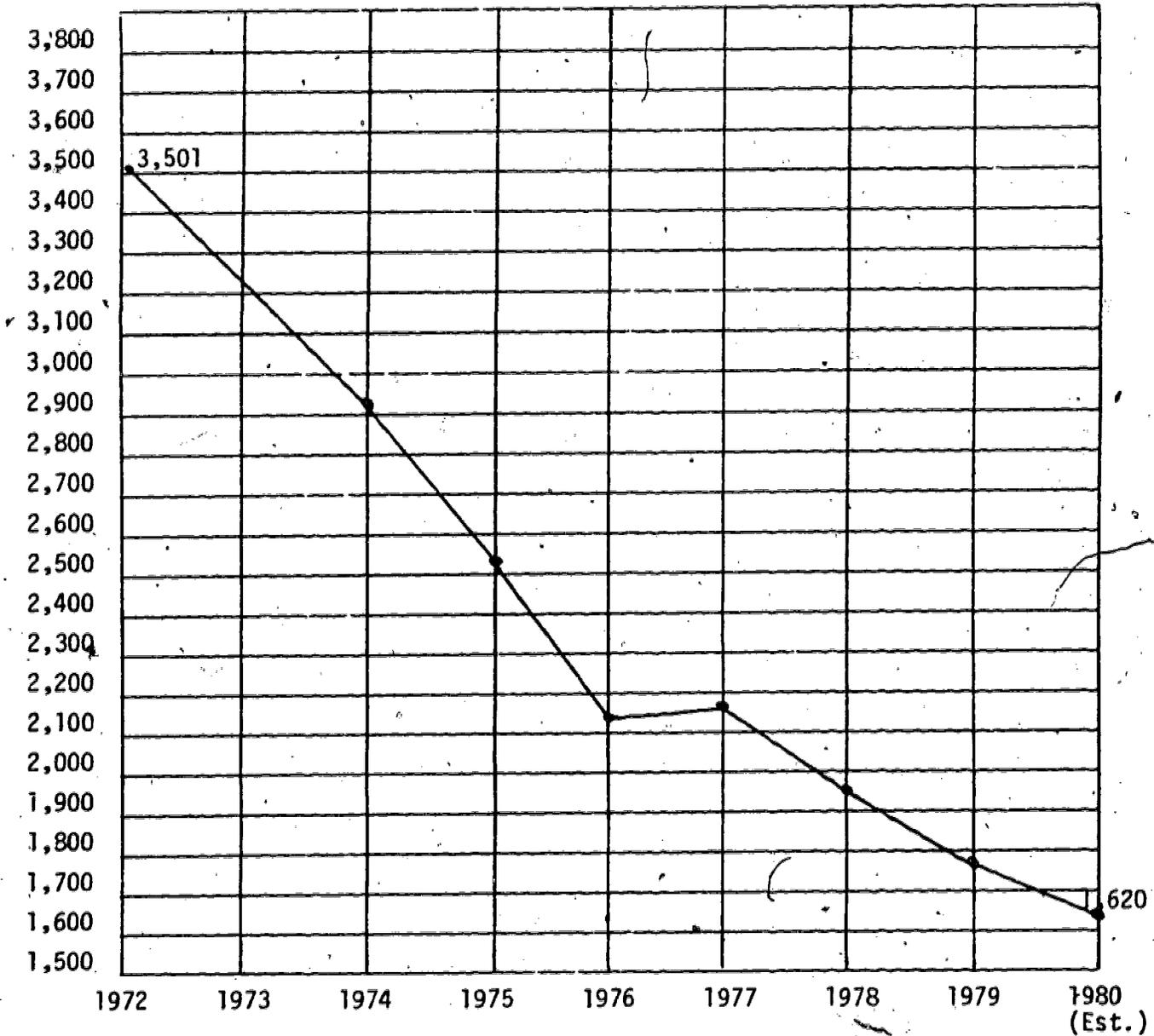
- (a) A substantial shortage of special education teachers was reported in all teaching areas, regardless of size of school district or region in the State of Kansas.
- (b) Region 1, Northwest, reported the greatest number of teacher vacancies. Moreover, a substantial number of vacancies was reported in Region 5 (Northeast) and Region 6 (Southeast).
- (c) The areas of (1) learning disabilities, (2) gifted, (3) speech, and (4) personal and social adjustment provide the best employment opportunities.

Recommendations for Additional Research

In conclusion, it is suggested that in each of the next five years new data be collected and a longitudinal data base be established. Moreover, it is recommended that a separate study be conducted or this study be expanded to determine and establish a data base with regard to (1) the number of graduates from all higher education institutions in Kansas certified to teach and (2) their specific area(s) of certification. This study should expand upon a recent Regents' study which shows that the new pool of teachers in 1980 is estimated to be 53 percent less than in 1972. A graphic illustration of the data compiled in this recent study may be found in Charts 4 and 5.

CHART 4

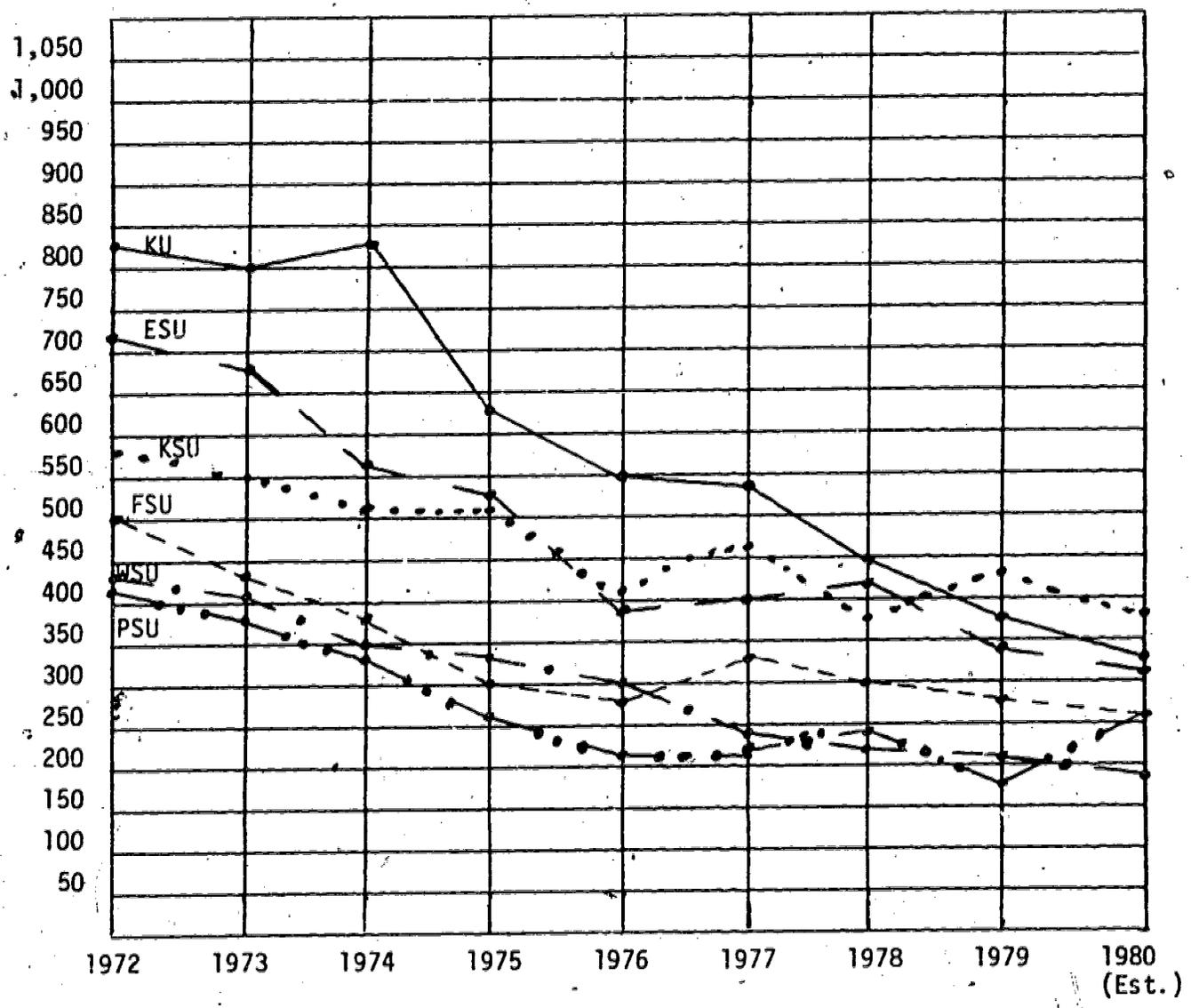
COMPOSITE OF THE NUMBER OF STUDENTS
COMPLETING PREPARATION FOR TEACHING CERTIFICATES
FOR THE FIRST TIME AT ALL REGENTS INSTITUTIONS



(Source: Board of Regents Special Report, November, 1980)

CHART 5

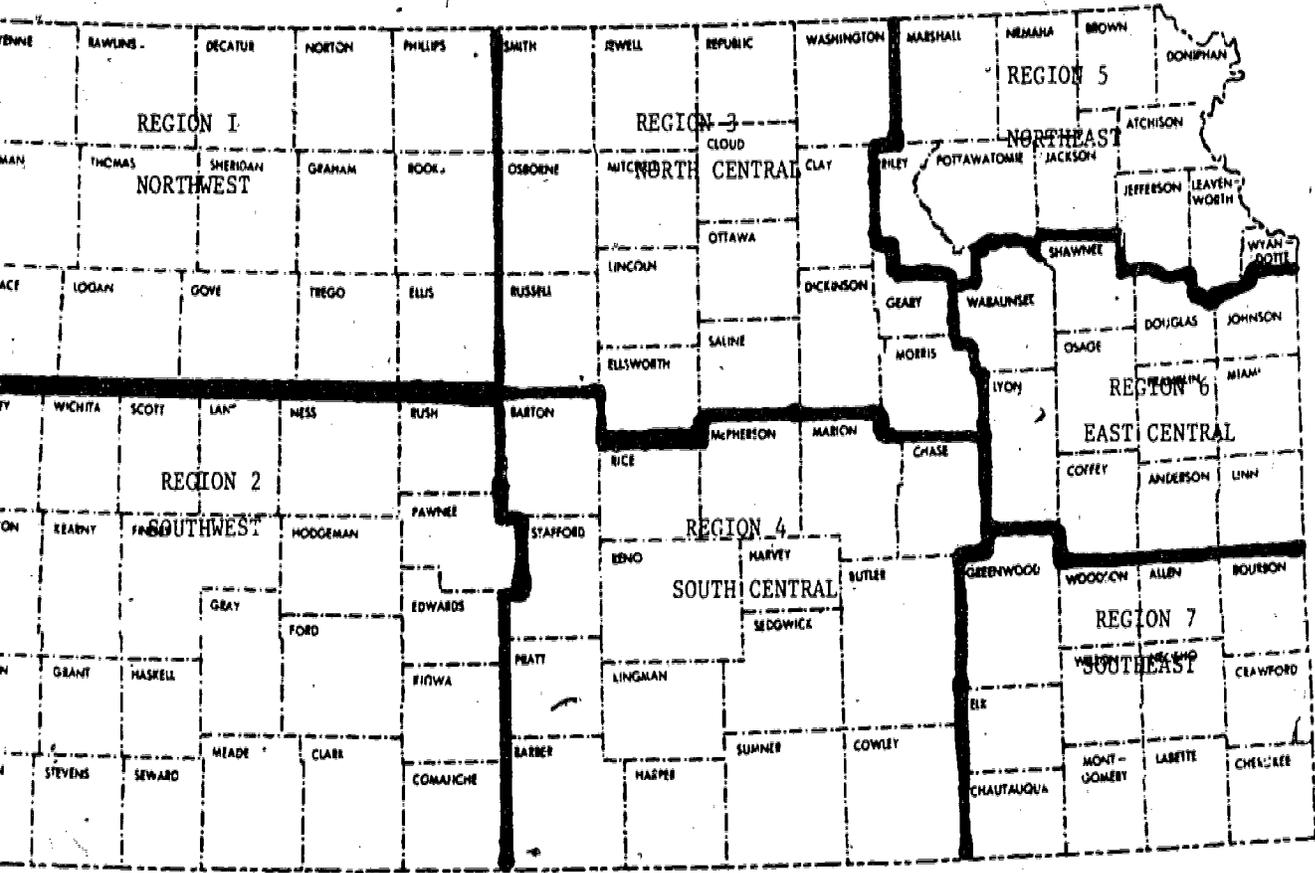
THE NUMBER OF STUDENTS COMPLETING
PREPARATION FOR TEACHING CERTIFICATES FOR
THE FIRST TIME AT INDIVIDUAL REGENTS INSTITUTIONS



(Source: Board of Regents Special Report, November, 1980)

APPENDIX

APPENDIX A
 STATE OF KANSAS
 GEOGRAPHIC REGIONS
 NON-SPECIAL EDUCATION





APPENDIX C

36

October 29, 1980

Dear Superintendent:

During the past several months school administrators and university personnel have expressed concern with the apparent development of a teacher shortage. Moreover, our study last year revealed that the teacher shortage may be more serious than originally perceived by university personnel.

In order to keep practitioners in the educational community informed of current trends and to advise our undergraduates of teaching opportunities, we would like your assistance in gathering information for the Second Annual Emporia State University Survey of Teacher Supply. Specifically, we are requesting information concerning (1) teacher vacancies as of September 1, 1980, and (2) your opinion on the availability of candidates for each teaching area which you filled for 1980-81. The information obtained will be used to inform the educational community of developing shortages and surpluses in specific teaching areas.

Since we believe this information will be of significant value to all concerned, we are hopeful that all chief administrators will complete the enclosed questionnaire. Results will be compiled and shared with each of you as soon as all of the questionnaires have been returned. Please be assured that individual school districts will not be identified in the study.

We have enclosed a self-addressed envelope for your convenience in returning the enclosed questionnaire. Hopefully we will be able to surpass our 92.6% return of last year.

Please complete and return on or before Monday, November 10th. If you have any questions and/or suggestions, please call Jack Skillett at (316) 343-1200, Ext. 484.

Thank you.

Sincerely,

Handwritten signature of Richard Ishler in cursive.

Richard Ishler, Dean
School of Education and Psychology

Handwritten signature of Jack Skillett in cursive.

Jack Skillett, Project Director
School of Education and Psychology

82

REGION _____
 SIZE OF DISTRICT _____

University
 use only APPENDIX D

SCHOOL PERSONNEL
 SUPPLY AND DEMAND
 QUESTIONNAIRE

EMPORIA STATE UNIVERSITY
 SCHOOL OF EDUCATION AND PSYCHOLOGY

USD # _____ County _____ City _____ Enrollment of USD Sept. 15, 1980 _____

Telephone _____ Individual Responding _____ Position _____

SECTION A

DIRECTIONS: Please list the number of vacancies (full-time equivalency) in each of the teaching areas listed as of September 1, 1980.

EXAMPLE: Physical Ed..... 0 Social Studies..... 0 PSA..... 1.5
 Counselor..... 1.0 Mathematics..... 1.5 Gifted-Sec.... 1.5

ELEMENTARY (K-6)

- Art.....
- Counselor.....
- Elementary (K-3).....
- Elementary (K-4).....
- Library.....
- Music-Inst.....
- Music-Vocal.....
- Physical Ed.....
- Reading.....

SECONDARY (7-12)

- Agriculture.....
- Art.....
- Business.....
- Counselor.....
- English.....
- Language-French.....
- Language-German.....
- Language-Spanish.....
- Language-Other.....
- Home Economics.....
- Industrial Arts.....
- Journalism.....
- Library.....
- Mathematics.....
- Music-Inst.....
- Music-Vocal.....
- Physical Ed.....
- Reading.....
- Science-Biology.....
- Science-Chemistry.....
- Science-Earth.....
- Science-Physics.....
- Science-Other.....
- Social Science.....
- Speech.....

ADMINISTRATION

- Assistant Superintendent.....
- Elementary Principal.....
- Jr. High Principal.....
- Sr. High Principal.....
- Elementary Asst.....
- Principal.....
- Jr. High Asst. Principal.....
- Sr. High Asst. Principal.....
- Director of Special Education.....

SPECIAL SERVICES

- Nurse.....
- Social Worker.....

SPECIAL EDUCATION DIRECTIONS: Do not complete for special education positions which are budgeted and reported by your special education cooperative. Report only the position(s) not included in your special education cooperative.

SPECIAL EDUCATION

- Adaptive Physical Education.....
- Bilingual.....
- Blind.....
- Deaf.....
- EMR (Semi-Independent).....
- Gifted-Elem.....
- Gifted-Sec.....
- LD-Elem.....
- LD-Sec.....
- Occupational Therapy.....
- Physical Therapy.....
- PSA.....
- SMH.....
- TMR (Semi-Dependent).....
- School Psychology.....
- Speech Correction.....
- Orthopedically Handicapped.....

COMMENTS:



DIRECTIONS: Please rate numerically the supply of candidates for each of the teaching areas listed below only if (a) a vacancy continues to exist or (b) a vacancy existed for 1980-81 but has been filled. DO NOT rate the supply of candidates for any teaching area in which you did not consider candidates for 1980-81.

EXAMPLE:

RATING SCALE:	SERIOUS SHORTAGE	SLIGHT SHORTAGE	ADEQUATE SUPPLY	SLIGHT SURPLUS	CONSIDERABLE SURPLUS
	1	2	3	4	5
Physical Ed	-	Did not consider candidates in this area for 1980-81.			
Counselor	1	Vacancy continues to exist for 1980-81. <u>Serious shortage</u> of candidates existed.			
Social Studies	4	Considered candidates for this teaching area for 1980-81 and filled the position(s). <u>Slight surplus</u> of candidates existed.			
English	2	Considered candidates for this teaching area for 1980-81 and filled the position(s). <u>Slight shortage</u> of candidates existed.			

ELEMENTARY (K-6)

- Art.....
- Counselor.....
- Elementary (K-3).....
- Elementary (K-6).....
- Library.....
- Music-Inst.....
- Music-Vocal.....
- Physical Ed.....
- Reading.....

SECONDARY (7-12)

- Agriculture.....
- Art.....
- Business.....
- Counselor.....
- English.....
- Language-French.....
- Language-German.....
- Language-Spanish.....
- Language-Other.....
- Home Economics.....
- Industrial Arts.....
- Journalism.....
- Library.....
- Mathematics.....
- Music-Inst.....
- Music-Vocal.....
- Physical Ed.....
- Reading.....
- Science-Biology.....
- Science-Chemistry.....
- Science-Earth.....
- Science-Physics.....
- Science-Other.....
- Social Science.....
- Speech.....

ADMINISTRATION

- Assistant Superintendent.....
- Elementary Principal.....
- Jr. High Principal.....
- Sr. High Principal.....
- Elementary Asst.....
- Principal.....
- Jr. High Asst. Principal.....
- Sr. High Asst. Principal.....
- Director of Special Education.....

SPECIAL SERVICES

- Nurse.....
- Social Worker.....

SPECIAL EDUCATION DIRECTIONS: Do not complete for special education positions which are budgeted and reported by your special education cooperative. Rate numerically the supply of candidates for position(s) not included in your special education cooperative.

SPECIAL EDUCATION

- | | |
|----------------------------------|--------------------------------|
| Adaptive Physical Education..... | Occupational Therapy..... |
| Bilingual..... | Physical Therapy..... |
| Blind..... | PSA..... |
| Deaf..... | SMH..... |
| EMR (Semi-Independent)..... | TMR (Semi-Dependent)..... |
| Gifted-Elem..... | School Psychology..... |
| Gifted-Sec..... | Speech Correction..... |
| LD-Elem..... | Ortopedically Handicapped..... |
| LD-Sec..... | |

COMMENTS: